Texas Education Agency
Standard Application System (SAS)

2015–2020 Texas Title I Priority Schools, Cycle 4		
Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
Application deadline:	5:00 p.m. Central Time, August 20, 2015	Place date stamp here.
Submittal information:	**Six** complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	*(date stamp: Document Control Center Grants Administration — 2015 AUG 20 PM 12: 56 — Received Texas Education Agency)*
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
San Antonio ISD	015907	Tafolla Middle School /061	

Vendor ID #	ESC Region #	US Congressional District #	DUNS #
74-6002167	20	TX-35	069451631

Mailing address	City	State	ZIP Code
141 Lavaca Street	San Antonio	TX	78210

Primary Contact

First name	M.I.	Last name	Title
Jeff		Price	Principal

Telephone #	Email address	FAX #
210-978-7930	jprice2@saisd.net	

Secondary Contact

First name	M.I.	Last name	Title
John		Strelchun	Director of Grants

Telephone #	Email address	FAX #
210- 554-2535	jstrelchun@saisd.net	

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Matthew	J	Weber	Deputy Superintendent
Telephone #	Email address		FAX #
210-554-2584	Mweber1@saisd.net		

Signature (blue ink preferred) *(signature: Matthew J Weber)*   Date signed 8–19–15

Only the legally responsible party may sign this application.   **701-15-107-052**

Schedule #1—General Information (cont.)

County-district number or vendor ID: 015907-061	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100) – SEE **NOTE**	See Important Note for Competitive Grants*	☐
8	Professional and Contracted Services (6200) – SEE **NOTE**		☐
9	Supplies and Materials (6300) – SEE **NOTE**		☐
10	Other Operating Costs (6400) – SEE **NOTE**		☐
11	Capital Outlay (6600/15XX) – SEE **NOTE**		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015907-061	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

| County-district number or vendor ID: 015907-061 | Amendment # (for amendments only): |

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	The LEA provides assurance that it will meet the following federal requirements: 1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements. 2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions 4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.

7.	The LEA/campus provides assurance that if it selects to implement the **transformation model**, the campus will meet all of the following federal requirements:
	1. Develop and increase teacher and school leader effectiveness.
	    (A) Replace the principal who led the school prior to commencement of the transformation model;
	    (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
	        i. Take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
	        ii. Uses the definition of *student growth* as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

		across classrooms.
		iii. Are designed and developed with teacher and principal involvement;
		(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
		(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
		(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.
	2.	Deliver comprehensive instructional reform strategies.
		(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
		(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
	3.	Increase learning time and creating community-oriented schools.
		(A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
		i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
		ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
		iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
		(B) Provide ongoing mechanisms for family and community engagement.
	4.	Providing operational flexibility and sustained support.
		(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
		(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
8.		The LEA/campus provides assurance that if it selects to implement the **Texas state-design model**, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). In doing so, the LEA/campus will implement the following:
	1.	Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.
	2.	Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree.
	3.	Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.

4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.

5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, , the LEA/campus will have:
    (A) Data to identify the population at risk of dropping out of school;
    (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
    (C) Early College brochures in all languages relevant to the school community;
    (D) Written communication plan for relevant target audiences: parents, community members, school board.
    Adapted from Texas Early College High School Blueprint, Benchmark 1.

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:

    (A) Partnership between the school district and an institute of higher education (IHE) that:
        i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
        ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
        iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
    (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
    (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016
    Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.
    Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
    (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

RFA #701-15-107; SAS #191-16   Page 6 of 68
2015–2020 Texas Title I Priority Schools, Cycle 4

degree.

(B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.

(C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.

(D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.

(E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.

(F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:

(A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;

(B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.

(C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.

(D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:
- Texas Education Agency, Early College High School program
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.

9. The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model** in an

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

elementary school, the campus will implement in accordance with the following federal requirements:

1. Offer full-day kindergarten.

2. Establish or expand a high-quality preschool program.
   A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:

   (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
   (B) High-quality professional development for all staff;
   (C) A child-to-instructional staff ratio of no more than 10 to 1;
   (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
   (E) A full-day program;
   (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
   (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
   (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
   (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
   (J) Program evaluation to ensure continuous improvement;
   (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
   (L) Evidence-based health and safety standards.

3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.

4. Provide educators, including preschool teachers, time for joint planning across grade levels.

5. Replace the principal who led the school prior to the commencement of the early learning model.

6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
   (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
   (B) Are designed and developed with teacher and principal involvement;

7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

educators.

9. Use data to identify and implement an instructional program that is:
    (A) Research-based;
    (B) Developmentally appropriate;
    (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
    (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.

10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
    (A) Aligned with the school's comprehensive instructional program
    (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.

12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).

13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.

14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

10.	The LEA/campus provides assurance that if it selects to implement the **turnaround model**, the campus will meet all of the following federal requirements:

The LEA/campus provides assurance that if it selects to implement the **turnaround model**, the campus will meet all of the following federal requirements:

1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;

2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
    (A) Screen all existing staff and rehire no more than 50 percent; and
    (B) Select new staff

3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;

4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

	6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;
	7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
	8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas: (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations. (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
	9. Provide appropriate social-emotional and community-oriented services and supports for students. If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.
11.	The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements: 1. Implement an evidence-based whole-school reform in partnership with a model developer. (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school. 2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by: (A) A study of efficacy that meets What Works Clearinghouse evidence standards. (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome. (C) A study which used a large sample and multi-site sampling. 3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment. 4. The whole-school model must implement the model for all students in the school. 5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner: (A) School leadership (B) Teaching and learning in at least one full academic content area (C) Non-academic supports for students (D) Family and community engagement
12.	The LEA/campus provides assurance that if it selects to implement the **restart model**, the campus will meet all of the following federal requirements:

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

RFA #701-15-107; SAS #191-16   Page 10 of 68
2015–2020 Texas Title I Priority Schools, Cycle 4

<table>
<tr><td></td><td>

1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.

2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by:
   - (A) significant improvement in academic achievement
   - (B) success in closing achievement gaps either within a school or relative to other public schools
   - (C) High school graduation rates
   - (D) No significant compliance issues in the areas of civil rights, financial management and student safety.

3. Enroll, within the grades it serves, any former student who wishes to attend the school.

If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.

</td></tr>
</table>

13.	The LEA/campus provides assurance that if it selects to implement the **closure model**, the campus will meet all of the following federal requirements: 1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. A grant for school closure is a one-year grant without the possibility of continued funding.
14.	The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification. Under federal regulations for this program, a **Rural LEA applicant** may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html

15.	The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:
	
	1. Implement an evidence-based whole-school reform in partnership with a model developer.
	   (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
	
	2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html
	These approved models are supported by:
	   (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
	   (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
	   (C) A study which used a large sample and multi-site sampling.
	
	3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.

    4. The whole-school model must implement the model for all students in the school.

    5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:
        (A) School leadership
        (B) Teaching and learning in at least one full academic content area
        (C) Non-academic supports for students
        (D) Family and community engagement

16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met though the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
21.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID:	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

Revised Annual Budget Breakdown					
Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total Budget Request
$	$	$	$	$	$

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID:	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #5—Program Executive Summary	
County-district number or vendor ID: 015907-061	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement**, **system transformation**, and **sustained reform**.

Summarize the district commitments to achieve foundational elements through the district's:
- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:
- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The San Antonio Independent School District (SAISD), where this project will be situated, serves the Downtown, Midtown, and inner city areas of San Antonio. The District currently serves approximately 54,000 students. Tafolla Middle School, the project's campus, is a World Languages Magnet campus which serves 825 students in grades 6-8. The campus is designated 2nd year "Improvement Required" under the current State of Texas Accountability Ratings. The urgent need for change has been addressed with a newly hired principal and the campus' participation in the University of Virginia District Turnaround Leadership Initiative (DTLI). The District and campus have identified inconsistent implementation and monitoring of the vocabulary process, lack of training on the implementation of student accommodations and modifications, discipline management, and attendance as the root causes of Tafolla's needs. Accordingly, the District has committed a campus personnel support in the form of a Reading Coach and the campus is receiving training on implementing the Positive Behaviors and Interventions Strategies to address the discipline issues. However, in order to accelerate Tafolla's academic achievement, SAISD is applying and planning for the implementation of a TTIPS-funded campus transformation.

Currently, <u>**49% of Tafolla MS did not Meet Standard of Index 1-Student Achievement on the 2015 State of Texas Assessments of Academic Readiness (STAAR) exam**</u>. Students not meeting standard on Index 1 have dire consequences as it leads to an academic career focused on remediation instead of acceleration. The TTIPS project will provide content specialists, job-embedded professional development, and increased learning time to provide teachers with the time and support needed to accelerate their goal of all students reading on grade level.

The TTIPS project will transform campus systems by creating and sustaining a professional learning community on campus which will increase communication, create a culture of shared responsibility, and eliminate "silos" preventing the campus from reaching goals. Content specialists will deliver professional development that will enable the campus to implement a system of collective inquiry, collaboration, and data-driven instruction to optimize results for students. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

SAISD will sustain the campus' transformation by consistently and systematically monitoring successful interventions. An external evaluator will provide formative evaluation feedback to district and campus leadership, project management, partners, and parents throughout the year. Program implementation and impact data will be tabulated, analyzed and summarized in an end-of-year report. This report will summarize the project's activities and results over the project period and will include information about the participants served, project staff, services provided and educational progress of students. In addition to assessing program implementation and impact on program participants, the document will incorporate recommendations for enhancing future replication. Allocating the resources needed to sustain the reform will be objective and informed.

The vision and focus for transforming Tafolla MS was developed through a rigorous Comrehensive Needs Assessment which identified the root causes of the campus' problems. Evidence-based interventions addressing each of the campus' needs were designed within the Transformation Framework recommended by the Texas Education Agency. Interventions included **1.)** Changing campus leadership to lead the project and corresponding campus transformation.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 015907-061	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

2.) Transitioning to a new teacher and principal evaluation system which focuses on student growth as an indicator of performance. **3.)** Delivering data-driven instruction by consistently using multiple assessments to track student comprehension. **4.)** Supporting teachers with high quality, job-embedded professional development needed to build capacity among teacher of all grade levels and content areas. **5.)** Increasing the learning time of students by offering tutoring in core content areas and establishing a Saturday Academy to effectively lengthen the school week. **6.)** Engaging Tafolla's parents, families, and community by recruiting them as volunteers and guest speakers.**7.)** Designing a reward system to identify, reward, and retain high performing teachers by giving them the autonomous selection of professional development based on the needs of each individual teacher.

The expectation for Tafolla is to redefine excellence by going beyond minimum state requirements by being designated with the highest accountability rating available This expectation is reinforced by the District's newly created five-year plan which stresses the District's expectation to have all campuses exceeding the State of Texas' standards at minimum and striving to exceed the National standards.

Eliminating barriers to achieving these goals will be accomplished by providing operational flexibility and sustained support through staffing. The content specialists hired through the grant offer teacher support above and beyond what is traditionally offered due to limited funding resources. Additionally, Year 2 of the project will explore the possibility of Tafolla becoming an in-district charter school. A charter campus would provide greater operational flexibility and open enrollment to students outside the District.

Tafolla has committed and experienced campus leadership dedicated to seeing the project succeed. Additionally, the campus is supported by the District which has committed significant resources to the project. A District- level TTIPS Support Team (TIP) has been appointed and will be led by the Assistant Superintendent for the District Turnaround Leadership Initiative. The TIP will also include the Deputy Superintendent, the Associate Superintendent for Human Resources, and the Associate Superintendent for Finance. Further support will be provided by the District Coordinator for School Improvement who has direct communication with the Superintendent and will address issues to ensure successful implementation. Additionally, the success of the project will be strengthened by the District resources the campus has to draw from. Project activities and plans will be shared by the SAISD Communication Department; fiscal oversight and management will be provided by the Financial Services Department; the Purchasing Department will coordinate equipment purchases and external provider oversight; and Data Services Department will ensure all pertinent and required data is collected. Additional supporting departments will provide assistance and support as needed for the duration of the project.

While the focus and concentration of the project will be on transforming Tafolla MS, SAISD will benefit from implementing the project as well. With 19 campuses designated as Improvement Required, this project will provide the District with first-hand knowledge in knowing which strategies are the most effective in transforming a school. The planned interventions will be monitored and assessed by an external evaluator to determine how they can be used to benefit other campuses within the district. Having the opportunity and resources needed to pilot the evaluation system will strengthen the district's capacity to expand and apply the evaluation system to all campuses district-wide. SAISD has methodically built the capacity to fully benefit from TTIPS funding. District assets have enabled SAISD to receive and maximize new federal and state funding through GEAR UP, the High School Graduation Initiative and TTIPS Cycles 1,2, and 3 all of which have contributed to improvement in student achievement.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 015907-061	Amendment # (for amendment only):	
Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)		
Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	Fund code: 276	

Budget Summary

Schedule #/Title	Class/Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre-award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	$131,181	$0	$0	$982,765	$0	$996,164	$0	$1,009,830	$0	$529,352	$0	$3,649,292
#8-Professional and Contracted Services	6200	$47,500	$0	$0	$192,000	$0	$167,000	$0	$167,000	$0	$117,000	$0	$690,500
#9-Supplies and Materials	6300	$88,830	$0	$0	$393,085	$0	$201,925	$0	$0	$0	$0	$0	$683,840
#10-Other Operating Costs	6400	$0	$0	$0	$250,000	$0	$250,000	$0	$250,000	$0	$0	$0	$750,000
#11-Capital Outlay	6600/15XX	$0	$0	$0	$21,000	$0	$0	$0	$0	$0	$0	$0	$21,000
Consolidate Administrative Funds	☐ Yes ☐ No												
2.274% indirect costs (see note):	N/A	N/A	$6,083	N/A	N/A	$41,815	N/A	$36,727	N/A	$32,446	N/A	$14,698	$131,770
Grand total of budgeted costs (add all entries in each column):		$267,511	$6,083	$0	$1,880,666	$41,815	$1,615,089	$36,727	$1,426,830	$32,446	$646,352	$14,698	$5,926,402

Administrative Cost Calculation

Enter the total grant amount requested:	$5,926,402
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$296,320

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.
NOTE:

- No more than $2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
- Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 015907-061

Amendment # (for amendments only):

Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre-Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional									
1 Teacher	3	0	$0	$0	$153,000	$156,060	$159,181	$81,182	$549,424
2 Educational aide			$	$	$	$	$	$	$
3 Tutor			$	$	$	$	$	$	$
Program Management and Administration									
4 Title			$	$	$	$	$	$	$
5 Title			$	$	$	$	$	$	$
6 Title			$	$	$	$	$	$	$
Auxiliary									
7 Content Specialist	5	0	$0	$0	$306,000	$312,120	$318,360	$324,730	$1,098,845
8 Instructional Technology Coach	1	0	$0	$0	$58,140	$59,303	$60,489	$30,849	$208,781
9 Instructional Coach	1	0	$0	$0	$58,140	$59,303	$60,489	$30,849	$208,781
Other Employee Positions									
10 Title			$	$	$	$	$	$	$
11 Title			$	$	$	$	$	$	$
13 Subtotal employee costs:			$0	$0	$575,280	$586,786	$598,521	$305,246	$2,065,833
Substitute, Extra-Duty Pay, Benefits Costs									
14 6112 Substitute pay			$0	$0	$0	$0	$0	$0	$0
15 6119 Professional staff extra-duty pay			$99,420	$0	$198,840	$198,840	$198,840	$198,840	$810,360
16 6121 Support staff extra-duty pay			$13,230	$0	$26,460	$26,460	$26,460	$13,230	$105,840
17 6140 Employee benefits			$18,531	$0	$182,185	$184,078	$186,009	$96,456	$667,259
18 61XX Tuition remission (IHEs only)			$0	$0	$0	$0	$0	$0	$0
19 Subtotal substitute, extra-duty, benefits costs			$131,181	$0	$407,485	$409,378	$411,309	$224,106	$1,583,459
20 Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			$131,181	$0	$982,765	$996,164	$1,009,830	$529,352	$3,649,292

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

Texas Education Agency

Standard Application System (SAS)

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 015907-061 | Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
6269 Rental or lease of buildings, space in buildings, or land. Specify purpose:	$0	$0	$0	$0	$0	$0	$0
6299 Contracted publication and printing costs (specific approval required only for nonprofits). Specify purpose:	$0	$0	$0	$0	$0	$0	$0
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:	$0	$0	$0	$0	$0	$0	$0

Professional Services, Contracted Services, or Subgrants

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
1	Contracted Services-Leadership Coaching	☐	$5,000	$0	$10,000	$10,000	$10,000	$5,000	$40,000
2	Contracted Services-Professional Learning Community(PLC)	☐	$0	$0	$10,000	$10,000	$10,000	$10,000	$40,000
3	Contracted Services-STAAR data analysis	☐	$7,500	$0	$15,000	$15,000	$15,000	$15,000	$60,000
4	Contracted Services-Critical Friends (Support PLC)	☐	$0	$0	$2,000	$2,000	$2,000	$2,000	$8,000
5	Contracted Services-Community In Schools	☐	$0	$0	$65,000	$65,000	$65,000	$32,500	$227,500
6	Contracted Services -External Evaluator	☐	$25,000	$0	$50,000	$50,000	$50,000	$50,000	$225,000
7	Contracted Services -- Website Development	☐	$0	$0	$25,000	$0	$0	$0	$25,000
8		☐	$	$	$	$	$	$	$
9		☐	$	$	$	$	$	$	$
10		☐	$	$	$	$	$	$	$
b.	Subtotal of professional services, contracted services, or subgrants:		$37,500	$0	$177,000	$152,000	$152,000	$107,000	$625,500
a.	Subtotal of professional and contracted services requiring specific approval:		$0	$0	$0	$0	$0	$0	$0
b.	Subtotal of professional services, contracted services, or subgrants:		$37,500	$0	$177,000	$152,000	$152,000	$107,000	$600,500
c.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		$10,000	$0	$15,000	$15,000	$15,000	$10,000	$65,000
	(Sum of lines a, b, and c) Grand total		$47,500	$0	$192,000	$167,000	$167,000	$117,000	$690,500

For TEA Use Only

	On this date:
Changes on this page have been confirmed with:	
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 015907-061

Amendment number (for amendments only):

Expense Item Description

Technology Hardware—Not Capitalized

	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6399	1	Tablet	Enhance classroom instruction, progress monitoring, assessment testing	200	$423							
	2	Smartboard	Enhance classroom instruction	50	$3,400							
	3	Monitor	Communicate campus activities	4	$1,000	$88,830	$0	$387,185	$196,025	$0	$0	$672,040
	5	Tablet Cart	Store and charge tablets	8	$2,200							
	6	Laptop	Enhance classroom instruction, progress monitoring, assessment testing	400	$935							
	7	Laptop Cart	Store and charge laptops	14	$1,560							
6399		Technology software—Not capitalized				$0	$0	$2,900	$2,900	$0	$0	$5,800
6399		Supplies and materials associated with advisory council or committee				$0	$0	$0	$0	$0	$0	$0
		Subtotal supplies and materials requiring specific approval:				$88,830	$0	$390,085	$198,925	$0	$0	$677,840
		Remaining 6300—Supplies and materials that do not require specific approval:				$0	$0	$3,000	$3,000	$0	$0	$6,000
		Grand total:				$88,830	$0	$393,085	$201,925	$0	$0	$683,840

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 015907-061

Amendment number (for amendments only):

	Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	$0	$0	$0	$0	$0	$0	$0
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	$0	$0	$0	$0	$0	$0	$0
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	$0	$0	$0	$0	$0	$0	$0
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	$0	$0	$0	$0	$0	$0	$0
6429	Actual losses that could have been covered by permissible insurance	$0	$0	$0	$0	$0	$0	$0
6490	Indemnification compensation for loss or damage	$0	$0	$0	$0	$0	$0	$0
6490	Advisory council/committee travel or other expenses	$0	$0	$0	$0	$0	$0	$0
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	$0	$0	$0	$0	$0	$0	$0
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	$0	$0	$0	$0	$0	$0	$0
	Subtotal other operating costs requiring specific approval:	$0	$0	$0	$0	$0	$0	$0
	Remaining 6400—Other operating costs that do not require specific approval:	$0	$0	$250,000	$250,000	$250,000	$0	$750,000
	Grand total:	$0	$0	$250,000	$250,000	$250,000	$0	$750,000

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration *Administering a Grant* page.

For TEA Use Only	
	On this date:
Changes on this page have been confirmed with:	_____
Via telephone/fax/email (circle as appropriate)	By TEA staff person:
	_____

Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 015907-061

Amendment number (for amendments only): _____

15XX is only for use by charter schools sponsored by a nonprofit organization.

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted in the Allowable Cost

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6669/15XX—Library Books and Media (capitalized and controlled by library)										
1		N/A	N/A	$	$	$	$	$	$	$
66XX/15XX—Technology hardware, capitalized										
2	Television Station (Tafolla Toro's TV)	1	$21,000	$0	$0	$21,000	$0	$0	$0	$21,000
3			$	$	$	$	$	$	$	$
4			$	$	$	$	$	$	$	$
5			$	$	$	$	$	$	$	$
6			$	$	$	$	$	$	$	$
7			$	$	$	$	$	$	$	$
8			$	$	$	$	$	$	$	$
66XX/15XX—Technology software, capitalized										
9			$	$	$	$	$	$	$	$
10			$	$	$	$	$	$	$	$
11			$	$	$	$	$	$	$	$
12			$	$	$	$	$	$	$	$
13			$	$	$	$	$	$	$	$
66XX/15XX—Equipment, furniture, or vehicles										
14			$	$	$	$	$	$	$	$
15			$	$	$	$	$	$	$	$
16			$	$	$	$	$	$	$	$
17			$	$	$	$	$	$	$	$
18			$	$	$	$	$	$	$	$
19			$	$	$	$	$	$	$	$
20			$	$	$	$	$	$	$	$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life										
21			$	$	$	$	$	$	$	$
	Grand total:			$0	$0	$21,000	$0	$0	$0	$21,000

and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 015907-061	Amendment # (for amendments only):

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Enrollment	812		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	14	7.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	787	96.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	11	1.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	0	0.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	768	94.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	140	17.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	75	9.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	748		2014-2015 PEIMS report #425
Disciplinary placements in In-School Suspension	413		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	248		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	30		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	14		2014-2015 PEIMS report #425; code #C164
Attendance rate		95%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		DNA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		DNA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	25	100%	TEA 2015 Accountability Summary Report. *Algebra I only
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	398	60%	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		DNA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		DNA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	DNA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	DNA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		DNA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: 015907-061	Amendment # (for amendments only):

Part 2: Student Demographics- Comments

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)			
County-district number or vendor ID: 015907-061		Amendment # (for amendments only):	

Part 3: Staff Demographics- Data
Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	60.9		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	48.1	78.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	4.0	6.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	3.0	4.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	5.9	9.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	4.0	8.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	31.5	65.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	10.6	22.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	2.0	4.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	8.0	16.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	16.3	33.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	6.5	13.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	13.3	27.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	4.0	8.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	48,150		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	48,559		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	49,483		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	50,857		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	58,785		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	0.0	0.0%	2013-14 PEIMS Edit+ Staff FTE Summary
Staff with Bachelor's degree as highest level attained	37.3	77.6%	2013-14 PEIMS Edit+ Staff FTE Summary
Staff with Master's degree as highest level attained	10.8	22.4%	2013-14 PEIMS Edit+ Staff FTE Summary
Staff with Doctoral degree as highest level attained	0.0	0.0%	2013-14 PEIMS Edit+ Staff FTE Summary

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: 015907-061	Amendment # (for amendments only):

Part 4: Staff Demographics- Comments

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 015907-061	Amendment # (for amendments only):

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	0	277	264	271	0	0	0	0	812

Part 6: Teachers to Be Served with Grant Funds. Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	0	34	36	37	0	0	0	0	107

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 015907-61	Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The first step in the needs assessment process is an annual Comprehensive Needs Assessment (CNA) conducted by the campus. The CNA is the centerpiece of SAISD's educational planning process and the driving force for the District Improvement Plan and the Texas Accountability Intervention System (TAIS) School Improvement Plan.

The process begins with appointment of a planning team composed of educators, parents, community members and business leaders from the school's attendance zone. With their input and oversight, school staff conduct a data-driven CNA using a standardized process aligned to the Texas Accountability Intervention System and the requirements of the Elementary and Secondary Education Act and No Child Left Behind. The CNA examines multiple data sets and sources to create demographic and student achievement profiles, identify strengths and weaknesses, prioritize needs, and direct programs and funding. The results also provide benchmarks school leaders can use throughout the year to monitor the impact of programs, instruction and resources on student achievement. Problems surfaced in the CNA must be fully addressed in the TAIS School Improvement Plan and are used to justify budget projections. Issues common to multiple campuses are examined and addressed in the District Improvement Plan. SAISD's standardized CNA process consists of four stages, described below:

Stage I: Planning (New CNA) - Before the CNA begins, campus staff discuss what they want their campus to look like in terms of student success and how that vision differs from what currently exists. The purpose and outcomes for the CNA are reviewed and short and long-term timelines are established for the following focus areas: demographics, student achievement, district/school culture and climate, staff quality, recruitment and retention, curriculum, instruction and assessment, family and community involvement, school context and organization, and technology. Each committee receives data, information and reports relevant to their charge, as follows.
Stage II: Reviewing (Existing CNA). Previously appointed committee members meet to review and analyze existing CNA from prior school year and compare findings to current data. Responses to focus area questions are completed or updated as needed. New or continuing needs are identified as well as strategies to close the achievement gap among student subgroups, ensuring that every student receives a quality education.
Stage III: Completing the Executive Summary. An Executive Summary is written for each focus area and includes: responses to focus area questions; disaggregated data by grade level, classroom and/or subgroup; and patterns, trends, strengths and needs identified from the data. All summaries and priorities are combined into a master Executive Summary for the campus. The master Summary also includes comparisons of baseline assessment data and current data by focus area.
Stage IV: CNA Completed. SAISD's CNA process prioritizes the TAIS Critical Success Factors.

Problem statements identified in the CNA process are as follows:
1. ELL students are deficient in academic vocabulary and has consistent performance gaps. Ineffective use of SIOP strategies
2. Teachers do not understand how to routinely implement accomodations and modifications for Special Education Students.
3. The campus experienced a high number of discipline referrals.
4. Student attendance rate has been decreasing steadily for the past two years.

Root causes of the problem statements are as follows:
- There is inconsistent implementation and ineffective monitoring of SIOP strategies.
- Training on the implementation of accommodations and modifications.
- Discipline management training was not provided to new faculty members.
- There were no systems in place to try to increase attendance on a daily basis.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 015907-061	Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ Transformation

    ☐ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☐ Early Learning Intervention Model

☐ Turnaround

    ☐ with Rural LEA Flexibility modification

☐ Whole-School Reform

☐ Restart

☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The federal requirements of the Transformation model best meet the needs of the campus. Specifically, the components of **1.)** Developing and increasing teacher and school leader effectiveness, **2.)** Delivering comprehensive instructional reform strategies, **3.)** Increasing learing time and creating community-oriented schools, and **4.)** Providing operational flexibility and sustained support all address the Root Causes identified in the Comprehensive Needs Assessment (CNA).

Developing and increasing teacher and school leader effectivenesss through content specialists delivering job-embedded professional development addresses the identified root cause of not implementing and monitoring the six-step vocabulary process. The content specialists, will ensure the instruction is targeted and differentiated to each student's need which will address the root cause of implementing accommodations and modifications for students. Additionally, by increasing learning time, teachers will have the time to systematically deliver differentiated instruction tailored to each student's needs driven by data.

Delivering comprehensive instructional reform strategies by promoting the continuous use of student data addresses the identified root cause of not having systems in place to increase attendance on a daily basis. By monitoring the attendance records, school personnel can make informed decisions and develop strategies for increasing attendance. Reviewing data during collaborative planning sessions will keep all teachers aware of class times or subjects where attendance is lowest. Additionally creating a community-oriented school by engaging parents will address the root cause of discipline issues. Parent and school staff will work collaboratively to identify and address issues contributing to a student's behavioral issues. Furthermore, providing operational flexibility and sustained support by giving the school flexibility in staffing will provide the campus with content specialists to offer teachers support above and beyond what is traditionally offered.

The Transformation Model has the greatest potential for addressing the identified needs and root causes. The components of the model provide a framework of interventions which will create lasting, sustainable change for the campus.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 015907-061	Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:
- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Tafolla MS was required to host a meeting for parents and community members to communicate the campus'rating as "Improvement Required" under the State of Texas' Accountability Rating System at the during the 2014-2015 school year. During the meeting the state of the campus was discussed; parents' input was solicited regarding desired changes; and plans for improving the campus were discussed. While the meeting did not specifically outline the TTIPS Transformation model, the information gathered from the meeting along with the Campus Needs Assessment formed the basis for the TTIPS project.

Ongoing engagement of Tafolla families and the surrounding community in implementing this model include the inclusion of parents and community members in the Campus Leadership Team (CLT). The CLT is a campus-level committee comprised of the campus principal, district personnel, parents, and community stakeholders who serve in an advisory role in terms of budgeting, planning, staffing, and curriculum. The implementation of the TTIPS project will be systematically monitored throughout the year by the CLT to ensure the project is implemented with parent and community input. Strategies to integrate and engage the community throughout the project's implementation include the following:

- **Community collaboration** – Tafolla's Parent/ Family Liason will organize meetings to discuss the STAAR exam and help parents support their children in preparation for assessment. In addition to meetings held on campus, meetings will be held in community gathering places to address parents/ families who have transportation issues.

- **Engagement** – The campus will host Parent Content Nights throughout the school year which will provide training opportunities to parents on iData portal (District's online student management system), Istation, and other tools used to track their child's academic achievement.

- **Active participation** – Parents will be invited and recruited to form a volunteer group at Tafolla. The volunteers will be actively involved in assisting the teachers set up classrooms and clerical work. Additionally, volunteers will be recognized for their participation through announcements in newsletters and the campus' website.

- **Communication** – Having various avenues for parents and families to communicate with the campus' leadership and staff forms the foundation in mainintaining partneships. Accordingly, Tafolla's website will be redesigned and social media, interactive calendar, and homework tracking application will be crucial components of the website to foster communication.

Having strong family and parent engagement on campus is a goal Tafolla MS has historically worked towards as evidenced by the locally-funded Parent/ Family Liason position and the inclusion of parents on the CLT. Additionally, the Campus Needs Assesment is developed by the CLT, ensuring parents input is systematically included in all campus decisions. The implementation and success of the TTIPS project will be performed with the continuous input of parents and community members.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 015907-061	Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	Assistant Superintendent for the District Turnaround Leadership Initiative	Will direct and manage the overall implementation of TTIPS within SAISD, including direct supervision of the DCSI.	Requires demonstrated instructional leadership, Master's degree and Texas Standard Principal or Mid-Management Certification.
2.	District Coordinator of School Improvement (DCSI)	The DCSI will lead the SAISD TTIPS Support Team of highly qualified personnel charged with enacting meaningful school reform throughout the District.	The DCIS has demonstrated expertise in planning, managing and implementing school reform efforts and successful leadership and management experience.
3.	Assistant Superintendent School Leadership	Will provide leadership to Crockett Elementary in areas related to instructional and operational needs	Requires a Masters Degree, Mid-Management, Administrator or Principal Certification, and demonstrated leadership skills.
4.	Associate Superintendednt Finance	Will supervise the financial administration of the TTIPS grant, including accounting, payroll, purchasing, and information technology and information services.	Requires an MBA and advanced technical knowledge of school finance, budgeting, accounting systems, and economics.
5.	Associate Superintendent Human Resources	Will provide leadership for implementation of human resources activities needed to ensure effective recruitment, high quality staffing and retention of qualified personnel.	Requires a Masters degree and Mid Management Administrator or Administrator Certification.
6.	Principal	Will implement TTIPS on campus. Will provide continuous professional development to teaching staff to ensure utilization of identified instructional strategies and other best practices.	Requires a bachelor's degree; Masters prefered. Requires a Texas Principal Certification.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015907-061	Amendment # (for amendments only):

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	Leadership Coach	Provide direct leadership coaching to campus principal.	Requires consultant who has extensive experience in delivering professional development to campus principals.
2.	Professional Learning Community Consultant	Provide direction and guidance to campus staff and leadership in implementing a Professional Learning Community at Tafolla.	Requires certified consultant and expert in Professional Learning Community Model and effective implementation practices.
3.	Lead4ward Coach	Provide professional development to campus leadership teams to build capacity.	Requires consultant who experience delivering Lead4ward in Middle Schools and Improvement Required campuses.
4.	Critical Friends Coach	Deliver coaching to campus teachers and principal on the Critical Friends Model which will foster collaboration and deepen the PLC initiative on the campus.	Requires experienced education professional with experience in guiding campus through the implementation of the Critical Friends Model.
5.	Communities in School (CIS) Site Coordinator	Expand CIS program services to all grade levels. This position would provide social service support to at-risk and high need students.	Minimum Bachelors level degree in social service field; and 2-3 years experience in school-age students. Preferred Master's Level Degree.
6.	External Evaluator	Implement a comprehensive evaluation plan designed to assess all aspects of project activities. Cooperate with any technical assistance provided by the TEA and participate in any meetings suggested by the Agency to review project implementation and evaluation strategies.	Experience in comprehensive impact-assessments, utilization-focused and action-oriented evaluations. Strong familiarity with the educational context, issues addressed in this proposal, and has flexibility, credibility, and problem solving skills required of a highly effective external evaluator.
7.	Website Developer	DevelopTafolla's website to include social media integration, embedded English to Spanish translator, and homework tracking feature.	Requires experienced professional with a sufficient work history of producing websites for campuses.
8.			
9.			
10.			

Schedule #14—Management Plan (cont.)

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

County-district number or vendor ID: 015907-061	Amendment # (for amendments only)

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Communication and standard operating procedures (SOP) are two of the most important elements in a successful succession and commitment plan. The campus and district have procedures and strategies in place to ensure that vital information is shared between key project personnel and available in the event of a departure. The SOPs include both formal and informal communication sharing strategies that ensure everyone has a shared understanding of project goals, activities, and milestones. SAISD has a tiered, formal approach to gathering district and campus data/ needs and creating communication redundancies so information can be gathered at various points.

- District Improvement Plan – Guides District staff in the improvement of student performance for all student groups in order to attain state standards in respect to student achievement indicators.
- Targeted Improvement Plan – As an Improvement Required (IR) campus, the Campus Leadership Team (CLT) engages in the Texas Accountability Intervention System (TAIS) that results in a plan to address indexes.
- Campus Improvement Plan – Guides campus staff in the improvement of student performance. Plan is developed, reviewed and revised each school year by the principal with the assistance of a campus-level committee comprised of administrative staff, teachers, parents, students, and business and community leadeers.
- Comprehensive Needs Assessment – As described in Schedule #13, the CNA is the centerpiece of the educational planning process and driving force for the CIP, TAIS, and DIP. Planning teams are comprised of educators, parents, community members and business and community leaders.

These plans and procedures are updated as "living" documents. They are available for **all** SAISD employees via a central Campus Operations Portal hosted on the District's intranet. These documents guarantee a change a leadership will be managed through the information available to remaining staff and incoming leaders. Additionally, through the implementation of a Professional Learning Community (PLC) on the campus communication between key stakeholders will occur less formally and organically. The PLC fosters collaborative learning among colleagues within a particular work environment or field. By implementing a PLC with fidelity, the principal shares leadership – and thus power and authority – through encouraging staff input in decision making. There is also collective learning among staff and application of that learning to solutions that address students' needs based on data.

In addition to the formal and informal communication sharing strategies listed above. Tafolla will launch a TTIPS Implementation Team (TIP) to ensure progress is being made by the campus towards project activities outlined in the grant narrative. While changes to key project personnel is something to be avoided, the impact will be mitigated by having a strong TTIPS Implementation Team where all members are knowledgeable about the project's history, goals, and intent. Information will be shared with new project personnel so there is little to no delay in project progress. To aid the TIP, the performance of the project will be tracked through an online Grant Management System. The system will create and categorize pertinent project activities and be a repository of documents. All project personnel, regardless of when they begin participation in the project will benefit from having the information readily available and transferable. Monitoring and checking progress throughout implementation will ensure problems, challenges, concerns are identified and addressed quickly and serve as a source of encouragement to teachers as they are reminded that changes are being made and that the school is progressing toward its vision. Additionally, during the pre-implementation phase of the project, all goups mentioned above will be involved in preparing the Implementation Readiness Portfolio to the TEA program office. An activity that will translate the vision into action.

Commitment to the Tafolla's TTIPS project will be accomplished by creating a practice of including key stakeholders (i.e. district and campus leadership, teachers, external providers, project evaluators, and families) in decision-making and project implementation. This will create a culture of active rather than passive stakeholder participation by continuously providing avenues for communication and soliciting input. Communication between all stakeholders will make sure the momentum generated upon award of the TTIPS grant is sustained and actively cultivated for the duration of the five years the project is transforming the campus.

Schedule #14—Management Plan (cont.)

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The long-term sustainability of the TTIPS program is a high priority for SAISD. The project's focus is increasing campus leadership and teacher capacity through intensive job-embedded professional development and campus support. Additionally, implementing a Transformation Model requires altering the campus culture and refining practices that will maintain the improvements realized through the grant. Specific elements of the project intended to significantly increase capacity include:

1. The hiring of content specialists to provide coaching and observation for teachers.Begninning in Y2 and continuing through Y5, the content specialists will be building the content knowledge and instructional practices of Tafolla's teachers. Having strong, confident teachers on campus after the end of the project means the gains seen in the project will last beyond grant period. Teacher leaders will be developed by working with the content specialists during the implementation period. These teacher leaders would continue to work with existing teachers and new teachers in the future

2. Providing focused professional development based on the root causes identified in the CNA will give teachers the resources needed to serve different student populations in perpetuity. All external provider services will be delivered with a strategy for training the campus and/or district to be able to practice and assess these skills independently. Capacity building will take the form of a trainer-of-trainer model, annual "brush-up" trainings, and/or codevelopment of services with a site-based professional development design team.

3. Developing a professional learning community will create a culture of shared responsibility and accountability. Teachers and staff will not be operating in silos and individual wins will be accomplished through a team effort. The community will provide teachers with opportunities for learning and extending their learning. For example, through discussion with colleagues, teachers are more apt to reflect seriously about their practice. Other benefits include the moral support and the feeling of trust that encourages teachers to take risks and practice new skills and strategies.

4. Project evaluation will determine the success or failure of each planned intervention which is vital in determining which project elements need to be sustained upon the conclusion of the TTIPS grant period. The grant provides an opportunity for Tafolla to explore, test, and evaluate activities which could not take place if not for the addition of grant funds. External/internal providers will document for the school methodologies that were implemented as well as successes and lessons learned throughout the project.

In order to maintain the progress made under the TTIPS grant, SAISD will determine future funding of project elements based on the value each have on the changes that have been made. Essentially, the design of the project is intended to scale down upon the conclusion of the grant. The support of content specialists and their delivery of job-embedded professional development should have made a lasting impact the teachers will be able to sustain. However, in recognition that some elements of the project require follow-up and continued support, a scaled-down plan of project activities will be developed based on the results of the external evaluation.

Finally, SAISD is constantly developing and implementing plans to diversify funding to support the TTIPS elements. The District is confident in being able to increase programmatic sustainability through a combination of several strategies such as :

- Allocating and leveraging federal allocations
- Building and sustaining relationships with local foundations to foster private donations.
- Expanding and strengthening the campus' fundraising abilities.

SAISD believes that through robust fundraising, leveraging funding, and a measured project plan we will be able to sustain, expand, and scale the program to effectively serve Tafolla's students for the long-term

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 015907-061	Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The process used to establish performance measures is based on the proposed school accountability for 2017-2018 when schools and districts will be assigned a letter grade (84th Legislative session: HB 2804) and the recently created 5-year plan for the District implemented by the newly appointed Superintendent of Schools, Mr. Pedro Martinez. Under this plan the District will redefine excellence by going beyond minimum State Requirements which would ensure the campus exits low-performing status.

The top goal is to increase the percent of campuses rated high performing by: (a) increasing performance/ growth in Reading and Math; (b) increasing the passing rate of prior year failers; and (c) increasing performance at the highest level on State assessments (Advanced Level III). Specifically, Tafolla will improve its current rating of "F" to a rating of "A" by 2018-2019 by increasing performance in Reading from 63% to 90% and Math from 62% to 90% and increasing the Advanced Level III passage rate in Reading from 5% to 40% and Math from 5% to 40%.

Additionally, the project will collect and report data pertaining to the following performance measures: (1) average scale scores on State assessments in reading/language arts and in mathematics disaggregated by subgroup; (2) teacher attendance rate; (3) student attendance rate; (4) student disciplinary referrals and placement; (5) number and percentage of students demonstrating chronic absenteeism; (6) types of on-going, job-embedded professional development for teachers and administrators; and (7) strategies to increase parent/community involvement.

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data collection will be an on-on-going task of the external evaluator. Qualitative and quantitative techniques will generate the data needed for the evaluation. These evaluative techniques and methods will include review of participant records, project evaluations of the training and technical assistance strategies, reviews of program documents and materials, observation of project activities and classroom applications of the new leadership skills and capacities of principals and assistant principals, and questionnaire and interview strategies. Data collection will occur through developed or acquired evaluation instruments to document participant perceptions of training and technical assistance activities and their own efficacy as the project progresses. The project will also collect, analyze and report data from the state of Texas accountability system – The Texas Academic Performance Report (TAPR). The TAPR integrates district accreditation status, campus ratings, and student data, including the new Texas Assessments of Academic Readiness (STAAR), which assesses student performance. Data from this system will be obtained via the state agency's website and integrated into the project evaluation system longitudinally. The evaluation plan also will include participatory strategies to assess the quality, effect and benefit of the project components. These strategies will include focus group interviews and structured and semi-structured individual interviews. At the participating schools site, key stakeholders will be interviewed to assess the effects of the project implementation on the students' educational outcomes and academic improvement. These interviews will allow for reflection on effective practices and how these practices can be sustained and extended to other settings.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #15—Project Evaluation (cont.)	
County-district number or vendor ID: 015907-061	Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

The Tafolla Elementary School Transformation project will implement a comprehensive evaluation plan to assess program implementation, program impact, and program effectiveness. The evaluation which will be conducted by an independent third-party entity. The primary tasks of the evaluator will, but not be limited to: (1) collect and analyze data to determine the degree to which project objectives have been attained (summative evaluation); (2) provide a continuous flow of data back to district leadership staff, campus leadership staff, project staff, partnering agencies, and parents and community members (formative or process evaluation); (3) analyze data to determine the relationships between the type and intensity of service, the nature of the needs being addressed and the outcomes produced; and (4) identify the most effective practices that can be replicated in the transformation of schools.

The evaluation will focus on three major, interconnected components – (1) **Implementation** or the progress of the project in putting in place the activities approved in the grant application; (2) **Impact** or the effects of the project on persons and systems involved in or served by the project as it relates to quality instruction, student achievement and campus performance ratings; and (3) **Effectiveness** or the degree to which the different components and the project as a whole is successful in achieving its goals of increased student achievement through job-embedded professional development and support provided to campus administrators and teachers. San Antonio ISD and Tafolla Elementary provide assurance that they will participate in any evaluation of the grant conducted by the U.S. Department of Education, the Texas Education Agency, including their contractors.

Evaluation questions include: (1) Were project goals, objectives and benchmarks attained? (2) To what extent did the project provide high quality job-embedded professional development and leadership support to campus administrators and teachers that result in increased student achievement and other outcomes for students? (3) To what extent did the project establish a coordinated system of professional development and support for campus administrators and teachers and the inclusion of a student growth measure? (4) What lessons were learned about the transformation process and factors enhancing and/or limiting its success?, and (5) To what extent did the project develop and disseminate information on effective strategies for transforming low-performing schools? Qualitative and quantitative techniques will be used in assessing program implementation and program outcomes.

Evaluation results will be reviewed every nine weeks by the TTIPS Support Team, including data related to student achievement indexed against teacher professional development activities. Areas of under-achievement will require a corrective action plan by the Principal, the components of which are expected to address refinements to instructional strategies and/or stepped up or more targeted professional development activities. By regularly reviewing impact on a short-cycle, problems will be quickly identified and professional development, new instructional tools or policy modifications can occur with equal speed, ensuring that unanticipated issues do not become barriers to planned outcomes. Building practice adjustment into operational processes will ensure that interventions are implemented fully and effectively and to maximum student benefit.

The external evaluator will provide formative evaluation feedback to district and campus leadership, project management, partners, and parents throughout the year. Program implementation and impact data will be tabulated, analyzed and summarized in an end-of-year report. This report will summarize the project's activities and results over the project period and will include information about the participants served, project staff, services provided and educational progress of students. In addition to assessing program implementation and impact on program participants, the document will incorporate recommendations for enhancing future replication. The final year evaluation report will summarize the project's activities and results over the course of the entire project period.

In August of each year, Tafolla Elementary will collect and report to the TEA data pertaining to the performance measures outlined in the Program Guidelines.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 015907-061	Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:
- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The SAISD Purchasing Department maintains a database of approved external providers by types of services offered. Types of external providers include regional service centers, colleges and universities, professional organizations, and private providers offering services on a variety of topics to meet teaching and learning needs. Periodically, the District will advertise for new external providers and interested parties are asked to complete a Request for Qualifications. Providers found to be of highest-quality are added to the approved list.

SAISD secures external providers to perform work only when it determines that the service is not available from within District resources. SAISD believes only Professional Services will be procured, i.e., Professional/Student Development Training. SAISD typically does not use a competitive bid process for Professional Services contracts of less than $50,000 for a 12-month period; instead, a Request for Qualifications is issued and a qualified, high quality provider is selected from respondents. Standard process is as follows:

Step One: Insure independent contractor status of potential provider. District employees may only provide professional services in limited, defined circumstances.

Step Two: Determine the scope of service and budget parameters; conduct initial conversations to communicate your needs and determine which provider will best meet them; and evaluate the offers based on fee, quality, timeline, etc.

Step Three: Check references. Selection team members contact other schools or districts similar to their own that have worked with the provider. This step may involve a telephone call or visits by members of the selection team to the school for site visits and interviews. Competitive process requires at least three signed reference checks.

Step Four: Select the service provider with the highest indicators of competence and qualification to perform the services at a fair and reasonable price. Every effort is made to ensure the provider offers services that have the following characteristics (*Guide to Working with External Providers, 2012, American Institutes for Research*):
- **Aligned with established goals** – Activities are aligned with goals that were established during the needs assessment.
- **Long Term** – Services are offered as part of a long term strategy for improved student learning.
- **Customized** – Providers approach is tailored to the schools unique circumstances and needs.
- **Research Based** – Providers approach is grounded in research and backed by evidence from a neutral-party evaluation that it gets the desired results in similar circumstances.
- **Capacity Building** – Services are delivered with a strategy for training the school or district to be able to practice and access the skills independently. Provider should have a plan for building capacity and evidence that it has accomplished this goal in the past.

Step Five: Obtain approval and execute contract. All contracts valued in an amount of $50,000 or more will require approval by the SAISD Board. The Board may pose questions on the process used to select the service provider, the services to be received relative to the fee, the qualifications and competency of the service provider, and the availability of other service providers in the marketplace. Contracts under $50,000 are reviewed and approved by the Financial Services Department.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015907-061	Amendment # (for amendments only):

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SAISD intends to use Amplifund Full Cycle for administering and monitoring external provider contracts and other grant-related activities. Amplifund is an integrated software program that streamlines tracking functions by establishing a central hub for documentation and key data. Federal regulations are encompassed within the system to support compliance by internal and external sources. The system has unique customization features to enable non-recurring data capture and support adherence to contract terms. Automated reporting will keep responsible SAISD staff informed of contract performance and compliance issues on a rapid cycle.

Maintain ongoing communication to include regular check-ins and host coordination meetings to discuss progress and implementation concerns before they grow into full-scale problems. Ongoing communication also facilitates the sense of having a shared goal.

Keep a written record of communication between SAISD and providers. For example, providers may keep a log of when communication took place with campus or district staff, what was discussed, and what actions were taken as a result of the discussions. Such logs help prevent misunderstandings from turning into full-blown problems.

Establish mechanisms for staff members to ask questions about the provider as well as offering insight and suggestions for implementation on a regular basis throughout the project. For example, the school and providers will work together to design strategies for on-going feedback:

- Immediate evaluations of training sessions or consulting visits
- Regular debriefings
- Time in regular staff meetings to discuss the staff's impressions of the provider's services
- Structured midyear reviews of progress

Create an evaluation plan. The external evaluator hired through the project will establish this plan for evaluating the provider's services which include two important categories of progress – medium-term benchmarks (annual targets for the project period) and process evaluation or implementation. The primary goal for the evaluation system is to foster an environment of continuous improvement. The evaluation of the success of the provider's services will be aligned with the wider system of accountability. Evaluation will be on-going and coupled with on-going communication which will ensure that implementation and outcomes are kept on track.

Parties will agree upfront on the grounds under which the parties might decide to end the partnership. Language for early termination is included in standard SAISD agreements. Final payments due to the provider will be calculated and handled by the Director of Purchasing.

When providers are performing services on school campuses, the Principal is responsible for ensuring the service provider performs in accordance with the approved contract. If performance issues arise, the Principal is to immediately contact the Director of Purchasing for guidance. The Principal must warrant the satisfactory completion of services prior to authorizing payment to the vendor.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015907-061	Amendment # (for amendments only):

Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/ Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	January, 2016 – Conduct TTIPS Grant Implementation Meeting
2.	January, 2016 – Host Parent/ Family meeting to discuss TTIPS award and solicit feedback
3.	February, 2016 – Work with external evaluator to refine evaluation plan such as developing survey to solicit stakeholder feedback, data gathering, and evaluation criteria.
4.	March, 2016 – Research grant-funded consultants who will best fit the needs of the project.
5.	March, 2016 – Develop and execute performance contacts for all grant-funded consultants
6.	April, 2016 – Work with SAISD Human Resources Department and Finance Department to coordinate the advertisement of positions funded under the grant.
7.	May, 2016 - Begin interviewing candidates for positions.
8.	May, 2016 – Plan and schedule professional development to occur in Y2 of the grant.
9.	June, 2016 - Schedule and coordinate "before and after-school curriculum and activities.
10.	July, 2016 - Develop, refine, and communicate new teacher and principal evaluation system to begin Y2.
11.	July, 2016 – Work with SAISD Information Technology Department to develop technology roll-out plan to include equipment purchased, software installed, and associated professional development.
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015907-061	Amendment # (for amendments only):

Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The TTIPS planned interventions will build upon, strengthen, and supplement existing efforts Tafolla is currently performing. The efforts include a combination of district-wide, campus-based, and community led initiaves. These activities will be coordinated with TTIPS-funded interventions in order to take full advantage of the extended funding for the duration of the project.

- SAISD applied to and was selected for participation in the <u>District Turnaround Leadership Initiative</u> (DTLI) administered by the Texas Education Agency in partnership with the Texas Comprehensive Center and the University of Virginia Partnership for Leaders in Education. The purpose of the DTLI is to enable districts to own the processes and develop the leadership necessary to swiftly and systematically diagnose, intervene, and provide ongoing support to low-performing campuses, thus rapidly and permanently improving the performance of the students. Principal Jeff Price was hired July 13, 2015 and is participating in the University of Virginia District Turnaround Program. The program provides Principal Price with regular feedback from both the SAISD Assistant Superintendent for the District Turnaround Leadership Initiative and UVA program personnel and leadership professional development which increases leadership effectiveness and eliminates operational barriers to implementation.

- Tafolla uses Title 1 funding to supplement basic education programs such as leveraging funding to employ a reading teacher, a teacher to work with overage 8th graders, instructional specialist, and a parent/ family liason.

- SAISD received a School Climate Transformation grant from the U.S. Department of Education to enhance the Positive Behavior and Intervention System at all campuses. The grant provides funds for student incentives, professional development, and provides intervention specialists from the UT-Health Science Center located in San Antonio. The overarching goal of improving the campus' climate and fostering a positive learning environment.

- SAISD was also the recipient of a Texas Literacy Initiative (TLI) grant which is meant to increase literacy in a specific feeder pattern which Tafolla is a part of. As part of the grant, the campus will receive coaching and technology including tablets and digital books which will coincide with Year 1 of the TTIPS project.

Ensuring coordination and alignment of all school reform initiatives (including TTIPS) and maintaining continuous buy-in by teachers and campus leaders will be the responsibility of TTIPS Implementation Team (TIP). During monthly meetings, the TIP will review data regarding student achievement using a rubric of TTIPS outcomes and improvement strategies. A continuous improvement framework will enable rapid problem identification and remediation such as instances when the campus' initiatives become conflicting rather than aligned.

The guiding principle of aligning campus initiatives will be the leveraging of resources to maximize results. The TIP members will be authorized by the Superintendent to make rapid cycle changes as needed to ensure all grants meet or exceed expectations and contract requirements.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015907-061	Amendment # (for amendments only):

Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have began at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:	Jeff Price
Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:	July 13, 2015

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

RFA #701-15-107; SAS #191-16   Page 41 of 68
2015–2020 Texas Title I Priority Schools, Cycle 4

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015907-061	Amendment # (for amendments only):

Statutory Requirement 6: Rural LEA Flexibility
Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the *option* to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.
Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	N/A
Description of the modification:	N/A
How intent of the original element remains/will be met:	N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015907-061	Amendment # (for amendments only):

Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	Data sources used to track and measure student growth for the evaluation system include a combination of campus-based progress monitoring tools and State Accountability assessments. Progress monitoring tools include: Istation to track reading and writing, Compass Learning to track Math, campus-based assessments to track all content areas, student portfolios to track year-to-year student growth, and Index 2 of the STAAR assessment. Student growth is weighted at 20% of the evaluation system.
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	The evaluation system will include formal observationas and informal walkthroughs to evaluate teachers' professional practice. The design includes one formal, scheduled observation comprised of a full-lesson observation and a pre/ post conference. Additionally, there is a formal, unannounced observation which also includes a full-lesson observation and a pre/post conference. Additionally, at least four informal observations using the walkthough forms available in Eduphoria Appraise will be conducted for each teacher. Those informal observations are then shared with the teacher and is used for a formative review process between the principal and teacher.

The evaluation system uses a teacher self-assessment as an ongoing process to promote and track goals and professional development. Teachers and appraisers agree on goals and a development plan to attain those goals and the teacher submits the plan in the fall. The teacher keeps the document living, tracking progress toward those goals, professional development undertaken to achieve the goals, and revisions to goals as the teachers context changes over the year. |
| Describe how the evaluation system was developed with teacher and principal involvement: | The evaluation system will be developed through collaborative teacher, principal, and district involvement. A framework of the new evaluation system will occur in Year 1 of the project through discussion/ meetings held on campus. Stakeholder input will be solicited and communication regarding the new evaluation sytem will be disseminated prior to full implementation. |

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015907-061	Amendment # (for amendments only):

Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	A reward system will be developed during the Planning Stage of the project. Preliminary plans include autonomous professional development in addition to the professional development the whole campus receives. Rewards will be given on a tiered basis where the greater student achievement and professional competency correlates with the level of professional development. Federal cost guidelines will be followed for out-of-state travel.
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	Protocols and interventions are based on walkthroughs conducted by appraisers. If concerns are raised regarding quality of instruction, a Memorandum of Expectations outlining appraiser concerns and recommended strategies for improvement is issued to the teacher. A teacher's failure to follow the strategies, the teacher is placed on a professional growth plan and/ or further disciplinary action may take place. The memorandum may also be considered cumulative data when considering the teacher's annual performance appraisal.The professional growth plan includes the following steps: 1. Goal Selection 2. Action Plan 3. Support/ Resources Needed 4. Evaluation Measures 5. Evidence of Successful Completion 6. Follow-up
Describe the criteria established for educator removal:	If based on the professional growth plan, the teacher still does not improve a Memorandum of Reprimand is issued which summarizes what the teacher did not complete in the professional growth plan. Failure to address issues outlined in the Reprimand and failure to implement suggested strategies will lead to the non-renewal of the contract. All terminations are subject to board approval.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015907-061	Amendment # (for amendments only):

Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND,** or **WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015907-061	Amendment # (for amendments only):

Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:	N/A
Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:	N/A
Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:	N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015907-061	Amendment # (for amendments only):

Statutory Requirement 11: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:	N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015907-061	Amendment # (for amendments only):

Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:	N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015907-061	Amendment # (for amendments only):

Statutory Requirement 13: High-quality preschool programming
Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries. Indicate if the campus will partner with community-based provider to deliver the preschool.	N/A
Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:	N/A
Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:	N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015907-061	Amendment # (for amendments only):

Statutory Requirement 14: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of existing staff rehired for work in the turnaround model implementation:	N/A
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of new staff hired for work in the turnaround model implementation:	N/A
Indicate the start date for the new turnaround implementation staff; including rehires and new hires:	N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015907-061	Amendment # (for amendments only):

Statutory Requirement 15: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015907-061	Amendment # (for amendments only):

Statutory Requirement 16: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:	N/A
Describe the record of success the model developer has shown in implementing whole-school reform strategies:	N/A
Name and describe the study/studies examined that support the efficacy of the model selected. Include information about the study's sample size and multi-site sampling. Include key findings showing impact on student achievement. Additionally, provide citations for the study publications:	N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015907-061	Amendment # (for amendments only):

Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion. Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015907-061	Amendment # (for amendments only):

Statutory Requirement 18: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 015907-061	Amendment # (for amendments only):

TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Academic Performance/Improve the Instructional Program*

	Planned Intervention	Period for Implementation
1.	Hire content specialists in English, Math, Science, ELL, and Social Studies to build teacher capacity and knowledge in content area. Specialists will unpack the standards, help teachers understand and align standards to student needs, match resources to identified needs, assist the teacher with implementation, and provide direct and targeted feeback in the classroom and planning/debriefing sessions. The specialists will be responsible for weekly planning and observation -70% Observation and Feedback, 30% planning.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Hire three (3) Teaching Fellows, one for each grade level, to provide instruction while teachers receive one-on-one coaching by the principal or content specialists. These Teaching Fellows will not be substitutes for teachers, instead they will have a rapport with teachers and continue intstruction while teachers receive professional development, coaching, unpacking, or debriefing.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Hire a full-time Instructional Technology Specialists to provide teachers with the skills needed to integrate technology in the classroom. The specialist will ensure the additional technology purchased through the grant is being utilized to the fullest potential by teachers during instruction.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Provide teachers with 90 minutes of structured planning time each week. Planning time will help teachers with developing the lesson cycle which includes planning, preparing differentiated instruction, and delivering instruction. The planning time will be supported by content specialists.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Implement a Balanced Literacy Framework approach for every grade level in order to reach SAISD's 5-year targeted goal of all students meeting or exceeding expected growth.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Expand Communities in School Site Coordinator to provide program services to all grade levels. This position would provide social service support to at-risk and high need students.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015907-061	Amendment # (for amendments only):

TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Teacher Quality*

	Planned Intervention	Period for Implementation
1.	Schedule common, structured 90-minute planning time each week for all teachers at all grade-levels as part of the Professional Learning Communities. Student data will be examined and assessed during each meeting in order to drive instructional activities and to evauate subject competency. Data evaluated will incude collaboratively created teacher common assessments, district created assessments, attendance, discipline referrals, STAAR results, and teacher observations.	☒ Year 1　☒ Year 4 ☒ Year 2　☒ Year 5 ☒ Year 3
2.	Implement a new teacher evaluation system for teachers and principal. The evaluation system will incorporate student growth as a signicant factor in the evaluation and will also require multiple observations by the principal in order to provide feedback for the teachers. Additionally, an active teacher self-assessment where the teacher and principal agree on goals and a development plan to attain those goals, track progress towards goals, and document professional development needed to achieve the goals will be implemented.	☐ Year 1　☒ Year 4 ☐ Year 2　☒ Year 5 ☒ Year 3
3.	Plan and deliver job-embedded professional development focused on enhancing teacher content, data-use, and classroom management. Content specialists will deliver the professional development throughout the year.	☒ Year 1　☒ Year 4 ☒ Year 2　☒ Year 5 ☒ Year 3
4.	Identify and remove teachers who have been provided sufficient opportunities to improve their professional practice through multiple coaching sessions. Failure to improve performance and make significant progress towards improvement will be criteria for removal.	☒ Year 1　☒ Year 4 ☒ Year 2　☒ Year 5 ☒ Year 3
5.	Design and implement a Reward System which identifies and rewards teachers who have significantly increased student growth. Preliminary plans of the Reward Sytem include giving teachers the autonomous selection of professional development unique to their own professional goals, in addition to the traditionally provided courses offered by outside entities or to whole staff.	☐ Year 1　☒ Year 4 ☒ Year 2　☒ Year 5 ☒ Year 3
6.	Pilot video coaching beginning in Y1 of the project. Video coaching will include instructional specialists recording classroom instruction, debriefing video with teacher and providing coaching sessions with the teacher. Coaching sessions will be recorded by the principal and the principal will debrief with the instructional specialist and provide coaching sessions with the instructional specialist.	☒ Year 1　☒ Year 4 ☒ Year 2　☒ Year 5 ☒ Year 3

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 015907-061	Amendment # (for amendments only):

TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Leadership Effectiveness*

	Planned Intervention	Period for Implementation
1.	Principal Jeff Price was hired July 13, 2015 and is participating in the University of Virginia District Turnaround Program. The program provides regular feedback from both the Assistant Superintendent for the District Turnaround Leadership Initiative and UVA program personnel, leadership professional development, and gives district leadership direction regarding support systems and mechanisms necessary for school change.	☒ Year 1 ☐ Year 4 ☒ Year 2 ☐ Year 5 ☐ Year 3
2.	Implement a new teacher evaluation system for teachers and principal. The evaluation system will incorporate student growth as a signicant factor in the evaluation and will also require multiple observations by the principal in order to provide feedback for the teachers. Additionally, an active teacher self-assessment where the teacher and principal agree on goals and a development plan to attain those goals, track progress towards goals, and document professional development needed to achieve the goals will be implemented.	☐ Year 1 ☒ Year 4 ☐ Year 2 ☒ Year 5 ☒ Year 3
3.	Remove operational barriers to effective leadership. The campus will be supported by the Assistant Superintendent for the District Turnaround Leadership Initiative who will monitor the campus and implement a district monitoring strategy to provide for continuous support.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Explore the campus' conversion into an in-district charter to provide operational flexibility in the areas of staffing, scheduling, and budgeting. Operational flexibility will support the campus' goal of fully implementing a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rate.	☐ Year 1 ☐ Year 4 ☒ Year 2 ☐ Year 5 ☒ Year 3
5.	Contract with a Campus Leadership Consultant to deliver continuous, targeted professional development to the campus principal. The campus principal will utilize a "train the trainer" model to coach teachers and campus staff on professional development received from the consultant. Coaching sessions will include the communication of goals and develop teacher-leaders capable of delivering instruction to other teachers.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 015907-061	Amendment # (for amendments only):

TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Use of Quality Data to Inform Instruction*

	Planned Intervention	Period for Implementation
1.	Contract with an external evaulator to assess effectiveness of TTIPS planned interventions beginning in Y2 of the grant.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Provide planning time to teachers and create a schedule which offers opportunities for Cross-Curricular Collaboration between teachers beginning in Year 1 of the project. Cross curricular Collaboraton fosters the ongoing reinforcement of skills and information learning in one area of study when utilized in another area.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Utilize well-designed, rigorous, common interim assessments as formative assessments, aligned to a clear, rigorous curriculum to continuously monitor student progress and inform instruction.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Deliver bi-weekly professional development and one-on-one coaching to clarify data reporting and communicate expecations regarding the rigor of curriculum based assessment to reinforce a clear vision for school-wide use of data to drive instruction.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Teach students how to examine their own data and set learning goals. Teachers will provide students with data sets and develop a process for decision-making and feedback. Students will practice goal setting by reviewing their assessments and results.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Create and revise 90 day plans under the University of Virginia District Turnaround Program which provides specific strategies and timelines for implementation directly aligned to overarching goals.	☒ Year 1 ☐ Year 4 ☒ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 015907-061	Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Learning Time*

	Planned Intervention	**Period for Implementation**
1.	Establish a "Saturday Academy" two days per month for the duration of the school year to extend the school week. The Saturday Academy will focus on providing additional instruction in core academic subjects to reinforce student growth. The Saturday Academy will provide subject remediation, reinforcement, and acceleration according to targeted student needs.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Enroll students in tutoring aligned to TEKS which provides an additional learning block two times a week for 60 minutes each. Year 2 of the project will focus on remediation, Begin with remediation, Year 3 of the project will focus on Targeted Tutoring, and Year 4-5 of the project will focus on acceleration.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Start informal learning clubs concentrated on each of the languages offered at Tafolla to further deepen students' cultural knowledge of each language.	☐ Year 1 ☒ Year 4 ☐ Year 2 ☒ Year 5 ☒ Year 3
4.	Host a Parent Content Nights which provide training opportunities to parents on iData portal (District's online student management system), Istation, and other tools used to track their child's progress.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Analyze teachers' use of instructional time and target potential areas of change during collaborative learning time. This will occur during the coaching/ planning times and will be the responsibility of content specialists.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Institute a culture of students being responsible for their learning through goal setting based on data sheets and student led parent/teacher conferences where kids discuss data with parents and teachers.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Assess implementation and outcomes of after-school programming, informal learning clubs, Parent Content Nights, teacher planning sessions, and classroom management strategies through periodic evaluation to determine the extent to which the activities contributed to increased learning time	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 015907-061	Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Parent/Community Engagement*

	Planned Intervention	Period for Implementation
1.	Host a school-wide information and orientation session for parents/family to discuss transformation efforts for the year and discuss parents' role. Additionally, regular communication regarding the transformation process will be provided to parents at PTA meetings, newsletters, and through the campus' website.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Contract with a consultant to develop a new interactive website to provide a clear communication platform and full integration into social media. The website will be optimized for mobile browsing, homework tracking and campus activities.	☐ Year 1 ☐ Year 4 ☒ Year 2 ☐ Year 5 ☐ Year 3
3.	Offer parent homework sessions which will focus on giving parents the skills needed to help their students do homework.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Tafolla's Parent/ Family Liaison will organize meeting to discuss the STAAR exam and help parents support their children in preparation for assessment. In addition to meeting held on campus, meeting will be held in community gathering places to address parents/ families who have transportation issues.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Host an annual End of the Year After-School Club Showcase and invite parents, district staff, and community leaders. The showcase will provide the students with an opportunity to illustrate the progress they have made in various activities learned in the after-school clubs. It will also foster community engagement.	☐ Year 1 ☒ Year 4 ☐ Year 2 ☒ Year 5 ☒ Year 3
6.	Invite exemplary students from SAISD high schools to speak to students and encourage high school graduation and college aspirations.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 33
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 015907-061	Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Improve School Climate*

	Planned Intervention	Period for Implementation
1.	Implement the Positive Behavioral Interventions and Strategy (PBIS) framework with fidelity; monitor student attendance and work with district personnel to address issues preventing students from attending school.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Install interactive white boards in every classroom to incorporate technology into the daily curriculum; provide ongoing technical support and professional development to ensure optimal use by employing a full-time Instructional Technology Specialist.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Develop systems and processes for holding everyone accountable for established expectations, working toward a culture of all staff holding each other accountable.	☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
4.	Expand Communities in Schools program to provide case management support to students and families with the goals of diminishing barriers to attendance and improving school climate.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year
5.	Obtain tablet devices and instructional computer programs for each classroom for student use and web access.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year
6.	Pilot Restorative Justice Framework in school to empower students to resolve their own conflicts through peer-mediated small group sessions.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year
7.	Install a student created Tafolla Toro's Television Station to provide an engaging medium for student announcements and campus activities.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 015907-061	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☒	☒	☒

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 015907-061		Amendment number (for amendments only):		

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015907-061	Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish partnerships with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community partnerships	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

	Schedule #18—Equitable Access and Participation (cont.)			
County-District Number or Vendor ID: 015907-061		Amendment number (for amendments only):		

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information on tape	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015907-061	Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community partnerships	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish partnerships with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015907-061	Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new teachers	☐	☐	☐
N04	Provide intern program for new teachers	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015907-061	Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person: